A COMPARATIVE STUDY ON SOCIAL LEARNING AND EMOTIONAL LEARNING AND ITS IMPACT ON TEACHER AND STUDENT RELATIONSHIP

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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MANAV RACHNA UNIVERSITY
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Year *2024*

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ABSTRACT

The purpose of this research is to investigate and contrast the effects of social learning interactions between instructors and students as a consequence of good educational practises that are located withinanemotionallearning environment. One wayto contribute to the improvement of educational outcomes is to gain an understanding of the different ways in which SEL influence the relationship between the teacher and the student. Both of these types of learning are essential components of holistic education. Specifically, the research focuses on quantitative evaluations of student involvement, academic success, as well as psychological andsocial wellness. The outcomes of this study will shedlighton the actual use of these two educational frameworks as well as the training that instructors get in these frameworks. The most effective methods for fostering connections between instructors and students are discussed here. Using characteristics such as engagement, academic accomplishment, and social-emotional well-being, the research investigates the effects of social learning and emotional learning on the interactions between teachers and students.

Keywords: Social Learning, Emotional Learning, Teacher-Student Relationships, Education

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1. Introduction

Effective teacher-student interactions are the primary factor that contribute to the development of a positive and supportive learning environment. The extent to which children are successful intellectually, socially, and emotionally, as well as the overall outcome of their education, is significantly influenced by associations such as these. An risingnumber ofpeoplearelooking for effectiveeducationalstrategies, andsociallearning and emotional learning are becoming more popular. This research examines the ways in which different approaches influence the relationships between teachers and students, as wellas the ways in which these approaches might help students have effective educational experiences. It is the goal of both teachers and parents to ensure that their children achieve success in their academic, personal, and social life. A lack of academic desire, self-discipline, and interpersonal skills are all characteristics of pupils who have weak social-emotionalabilities. This is inadditionto the public health issues that theyface. As a direct result of this, educators are including social-emotional skills into theirmorecomprehensive coursework.In order to improve educational results, it is important to understand how SEL varyintheir impacts ontheteacher-student interaction. Bothtypes of learning are fundamental to holistic education. Quantitative assessments of student involvement, academicachievement, andsocialandpsychologicalwell-being arethe focus of the research. The results of this study will provide light on how these two educational frameworks may be put into practice and how instructors can be trained to apply them. Concerning the most effective means of establishing rapport between educators and their charges. Using indicators including participation, performance in the classroom,and mental health, the research looks at how social and emotional learning affectsthedynamics between educators and their students.

StatementoftheProblem:

Thisstudyaimsto fillaknowledgegapbyinvestigatinghowSELimpactsteacher-student relationships.

ResearchProblem:

Examining how S.E.L. affects teacher-student relations is the driving force for this study. Itspurposeis to filla void in the researchonthe interplayand effects ofdifferentlearning

styles on students' holistic development by highlighting the importance of teacher-student interactions.

a) How does social learning, emphasizing observation, modeling, and imitation, impact the way students perceive and interact with their teachers within the classroom?
b) How does emotional learning, which focuses on the development of emotional intelligence, affect the emotional connection between educators and students?
c) What are the potential synergies and disparities between understanding the dynamics of the teacher-student interaction via social and emotional learning, and how do these affect the overall educational experience?
d) What pedagogical strategies and practices can be derived from the insights gained through this study to enhance teacher-student relationships and create a more conducive and nurturing learning environment?

The research aims to understand the interplay between social and emotional learning and teacher-student relationships, highlighting how these factors influence students' academic performance and emotional well-being.

ImportanceoftheStudy:

Ifthis studycanprovide light onhow S.E.L. affectsteacher-student interactions, it may be useful for researchers, lawmakers, and educators alike. In order to enhance educational practises, foster strong teacher-student relationships, and aid students' holistic and emotional growth, it is crucial to analyse the similarities and contrasts between various learning methodologies. In order to help all students have better and more meaningful learning experiences, our study aims to give evidence-based insights that may bridge the gap between educational theory and practise. Given the dynamic nature of educational paradigms and the difficulties they provide, the study's findings highlight the critical requirement of adapting teaching practises to meet the social and emotional demands of today's students. Only then will education be able to continue making a difference in their lives.

Purposeofthestudy:

Researchers, activists, and educators could all benefit from this study's findings on the effects of S.E.L. on classroom dynamics. The stated goal is to help close the gap between educational theory and practise by offering insights supported by research that may

improve students' educational experiences. The primary goal of the research istodetermine the effects of positive teacher-student relationships on students' psychological and social growth. Emotional learning affects the nature of the connections that emerge between teachers and students, whereas social learning alters students' perceptions of teachers and classroom dynamics via modelling and imitation. By illuminating potential parallels and differences across various learning paradigms, this study aims to assist educators and policymakers in better integrating social and emotional learning into their teachings. Our ultimate aim in enhancing learning for everyone is to acknowledge the impact of these ideas on teacher-student relationships, which in turn improves students' mental health and academic performance.

Rationaleofthe study

The major objective of these studies is to determine the effects of good teacher-student relationships on students' academic and personal growth. There is a strong focus on the importance of teacher-student relationships, social learning theory, and students' personal development as learners. Social learning theory states that individuals pick up new behaviours and knowledge by seeing and imitating others around them. These include the much-desired outcomes of formal education programmes: social skills, empathy, self-awareness, and emotional intelligence. An important part of this project's plan to improve education is to help instructors and students formstrong, mutually beneficialrelationships. Especially in this day and age of personalised and student-centered education, this is crucial. The program's goal is to help children grow holistically by fosteringtheir emotional health, resilience, empathy, and social skills via teacher-student interactions. This study adds to the expanding corpus of evidence-based practise in education by illuminating ways in which teachers could adapt their methods to meet the unique emotionaland socialrequirements oftheir students. Additionally, the growing significance of empathy and resilience in our interdependent society is covered, along with the psychological, social, and emotional difficulties that modern youth encounter. The study's goals are to respond to current issues, adjust to new educational paradigms,raise the bar for education, and encourage students' all-around growth. This article dives into the mechanicsofteacher-student relationships in aneffort to shed light onthe futureofstudent well-being and better education in the present day.

2. Reviewofliterature

(Adilogullari, n.d.) in the study says that Researchers in Gaziantep province is studying teachers' emotional intelligence using demographic data, finding no discernible difference inemotional intelligence testsacross 340 educators, regardless ofgender, maritalstatus,or age.

(Festus, 2012)says that A small but statistically significant correlation between EQ and arithmetic was discovered in the research. Scores among 1,160 high school seniors in Abuja, Nigeria, suggesting that teachers should prioritize emotional intelligence in their lessons.

(Castillo et al., 2013)says that that Teachers' involvement, student-teacher relationships, and burnout were all examined in relation to the RULER Approach. Of the 47 educators surveyed, 24 opted for RULER training, while 23 made use of digital resources. Theresults showed that RULER instructors outperformed eLearning teachers,proving thatSEL programmes are successful in improving teaching methods.

(Amirian &Behshad, 2016)saysthat thisresearch investigatesthe impact in-depthtraining inemotionalintelligence and years ofpracticalexperience and self-efficacyinEnglishas a First Language teachers. 70 teachers completed the TSES and Assessing Emotions Scale Questionnaire. Results showed that teachers' self-confidenceis significantly correlated with their emotional intelligence (EI), and years of experience can help less experienced colleagues cope with difficult emotions.

(Ngah et al., 2016)says that Researchers in Malaysia and Indonesia conducted a study on college students' entrepreneurship spirit and Emotional Intelligence (EI) scores. Results showed differences in EI and EI values between institutions, with Indonesia influencing entrepreneurial inclination more than Malaysia.

(Cahill et al., n.d.)says that Researchers have developed a framework to study the factors influencingtherollout ofaGBVpreventionprograminVictoria,Australia. Theframework focuses on respectful relationships, rights, and resilience, and investigates individual, school, system, andbroaderpoliticaland ideologicalissues influencingprogramexecution. It emphasizes the importance of monitoring the "ecosystem of interactions" linking different implementation elements to program delivery, adoption, and results.

(Duşe et al., n.d.)says that the research evaluates emotional intelligence among professors at Sibiu's "Lucian Blaga" University, focusing on self-awareness, regulation, interpersonal

competence, and teamwork. The study aimed to quantify and evaluate emotional competence among teams, with the prediction that Engineering Faculty had superior emotional intelligence. However, the results showed room for improvement.

(Ghabanchi & Rastegar, n.d.)says that this study examined the impact of IQ and EI on Iranian ESL students' reading comprehension. Results showed that IQ is more strongly correlated with reading comprehension than emotional intelligence, with subscales of emotional intelligence having a moderate correlation.

(Jeloudar et al., 2011)says thatthe purpose of this study is to use demographic data to investigate the EI of secondary school teachers employed by the Malaysian government. The results demonstrate that there are substantial connections between the views of instructors and students on punishment, with different degrees of emotional intelligence seen across genders and age groups. Emotional intelligence was unrelated to punishment.

(Bora, 2012)says that taking b speaking classes is related to this study. We asked them about their emotional intelligence and how they felt about brain-based speaking activities. The results show that children with high EQ are more inclined to take part in brain-based activities and public speaking programmes due to their self-assuranceand ability to work in a team. Those students who struggle with EI are more likely to be reserved and quiet in class.

(Castillo et al., 2013)says thatthe effects of the RULER Approach on teacher burnout, student-teacher relationships, and engagement were investigated by researchers. Of the 47 educators surveyed, 24 opted for RULER training, while 23 made use ofdigitalresources. Teachers that participated in RULER programmes outperformed their eLearning counterparts, demonstrating how SEL programmes improve classroom instruction.

(Chamundeswari, 2013)says that the study examines the correlation between emotional intelligence and academic performance in high school seniors. Results show a positive correlation, but no significant difference exists between state and central board students.

(Zafari & Biria, 2014)says that the study examined emotional intelligence's impact on language learning methods among 100 Iranian EFL students. Results showed metacognitive strategies were popular, while emotional strategies were least popular. Emotionally intelligent adolescents used a wider range of tactics.

(Costa & Faria, 2015)says that the study examines the reliability of EI as a predictor of academic success among Portuguese secondary school students, finding that both forms predict grades, with the tenth form showing more predictive power.

(SES, Gombe, et al., 2020)says thatthe study examined the effects of various teaching methods on students' emotional regulation and social competence. 207 junior high school students participated in a quasi-experimentaldesign, with the experimentalgroup showing greater gains in social-emotional competence compared to traditional methods.

(Lozano-Peña et al., 2021)says that and said that the research explores the role of social-emotional skills in classrooms, focusing on five models and Bar-On. It emphasizes the significance of social-emotional competency in school management, evaluation, and teacher professional development, suggesting standards and theoretical tools.

(Skura & Świderska, 2022)says thatEmotional intelligence and its correlation with special education instructors 'social competence and classroomchallenges. The research involved 250 Polish school teachers, using surveys and tests. Results showed changes in emotional intelligence and social competence when working with children with intellectual disabilities, chronic illnesses, or mental health issues. The study suggests thatteachers need enhanced soft skills to support students from diverse backgrounds.

(Xianget al., 2022)saysthat Thisstudyexploresemotionalintelligence'sroleasa mediator between empathy and interactions between students and teachers in school-aged children, highlighting its gender-specific impacts and the importance of enhancing it.

(Avissar, 2023)says that the COVID-19 pandemic has accelerated online education, requiring instructors to adapt quickly. A study analyzed teachers' post-emergency experiences, revealing gender differences and classroom dynamics. It highlighted the importance of SEL and reinforced professional skills in remote teaching.

(Wang & Jou, 2023)says thatFlipped classrooms, replacing traditional lecture forms, positively impact students' knowledge acquisition, emotional learning, and creative thinking. Mixed-methods research shows these classrooms positively affect self-directed learning, self-efficacy, and academic success, benefiting students withacademic struggles.

(Avissar,2023)saysthattheCOVID-19pandemichaspromptedashift inonlineeducation, affecting teachers' beliefs, gender differences, and classroom dynamics. Students require independent learning, but self-worth and academic relationships remain unimproved.

3. DESCRIPTIONOFBROADAREA

DefinitionofSocialLearning

The core tenet of SL theory is the idea that people pick up new habits and ways of behaving only by watching and emulating others around them. The premise upon which it is based is that learning, or meaning-making, is a socially-mediated cognitive activity. What motivates people to study, what drives curiosity, and what creates a "need to know" is the thought of future social encounters.Naturalresource management and policy are progressively elevating social learning to the status of a normative objective. But nobody seems to agree on what it means or where it comes from theoretically. A number of papers published in Ecology & Society and other publications show that there are still significant disagreements over the concept's meaning. There is often a lack of differentiation between individualand societal learning, and the terms "social learning" and "participation" or"PRenvironmentalbehaviour" are frequentlyused interchangeably. People often conflate the idea of social learning with its possible effects, and there are many assertions about it that lack evidence. Because of this haziness inour understanding, we have not been able to determine whether social learning has taken place, if so, how much, between whom, when, and what sort of learning has transpired. Inthis reply, I'lldo my best to explainthe theorybehind social learning. We propose that for a process to be qualified as social learning, it must: show that people's understanding has changed; show that this change extends beyond people and is rooted in larger social units or communities of practice; and take place through interactions and processes within a social network. Our capacityto analyse results critically and comprehend the mechanisms by which social learning takes place may be improved with a more precise definition of social learning. The hoped-for results ofsocial learning processes could be more easily achieved in this manner.

4. OBJECTIVESOFTHESTUDY

Thisstudyproposaltitled"SynopsisSELrevised12thApril"aimstoaccomplishthe following:

- To enhance comprehensionofthe influence ofsocialand emotionallearning (SEL) on the dynamics of teacher-student interactions inside the classroom,
- The purpose of this study is to evaluate and contrast the impact of traditional pedagogical methods in comparison to SEL programmes on the dynamics of interactions between teachers and students.
- Assess the impact of social and emotional learning on the academic performance, mental well-being, and behaviour of children within the classroom setting.
- By shedding light on the role SEL plays in enhancing teacher-student interactions and providing research-supported recommendations for incorporating SEL into educational policies and practises, this study seeks to shed light on this topic.

5. METHODOLOGY

Data Collection

Forcertainvariables,datacollectionisconsideredasystematicgathering andmeasuring technique that enables us to answer relevant questions and evaluate outcomes. When gathering data from large populations, surveys are a typical method of data collection. When conducting a survey, there are two components that are always present:

- Questions
- Responses

DataCollectionMethods

One of the most popular methods to acquire data is by the systematic collection of information on a certain variable and its subsequent measurement and assessment. The purpose is to collect data that is accurate and true, regardless of the technique utilized. Data collecting efforts should aimto provide high-qualityevidence that may be utilized in a complete data analysis to offer persuasive and trustworthy answers the research questions.

DataAnalysis

The first phase in the multi-step process of data analysis and interpretation, which finishes witha recommendation for further action, is a review ofthe data. Data analysis uses a wide variety of techniques and methods, as well as corporate, scientific, and social science disciplines.

According to the study, each component is taken apart and examined separately. Data analysis is the process ofturning raw data into knowledge that can be applied to decision- making. In order to answer hypotheses, ideas, or questions, data are gathered and analysed.

DataAnalysis Techniques

Statistical software will be used to analyze the collected data. Descriptive statistics will be used to summarize and compare the data between government and private school students.Multiple regression analysis may be conducted to examine the impact ofparentaleducationonthe dependent variables (criticalthinking and study habits).

ResearchTools

A questionnaire and the secondary data will constitute a thematic analysis for a comprehensive analysis. To derive the key findings the study will involve students from grades 6 to 12, selected from diverse public, private, and charter schools. A representative sample of 50 schools and 400 students will bechosen, with a focus on urban and suburban areas.

6. HYPOTHESIS

Thehypothesisoutlined intheresearchproposal"SynopsisSELupdated12th April" is as follows:

a) Social Emotional Learning (SEL)interventionswill not have a significant impacton students' academic performance.

b) SEL interventionswillnotresultinasignificantimprovementinpositive behavior, motivation, and well-being among students.

7. EXPECTEDOUTCOMEOFTHERESEARCH

Our ultimate goal in doing this study is to determine how much SEL and traditional pedagogy complement one another in the classroom and, more importantly, to draw conclusions about which approach has more sway. The study's main objectives are to reveal the following: how S&EL influences the teacher-student relationship; how S&EL influences students' academic and emotional outcomes; and what elements contribute to the influence of S&EL on these two outcomes. The purpose of this research is to backup the claim thatSEL is beneficial when usedin the classroom by

showing how it may help studentsand teachersconnect better, which inturn improves students' health and performance in the classroom. The study will also illuminate potential applications of SEL to enhance academic outcomes and foster positive teacher-student relationships. The

importanceofSELeducationfor teachers isemphasised bythese findings, whichhave implications for teacher education programmes. The overarching goalofthe project is to find out how S&EL affects the teacher-student relationship and then use that information to come up with recommendations that are backed byresearch for howto make that relationship better and for students to achieve more.

8. SCHEMEOFCHAPTERIZATION

Tentativechaptersplansareasbelow:

Chapter 1	Introduction**Chapter**
2	Literature review
Chapter 3	MaterialandMethod
Chapter 4	Data analysis
Chapter 5	ResultandDissection
Chapter6	ConclusionandFutureScope

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Declared as State Private University under section 2f of the UGC act, 1956

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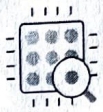
The percentage shown in the AI writing detection indicator and in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was generated by AI.

Our testing has found that there is a higher incidence of false positives when the percentage is less than 20. In order to reduce the likelihood of misinterpretation, the AI indicator will display an asterisk for percentages less than 20 to call attention to the fact that the score is less reliable.



However, the final decision on whether any misconduct has occurred rests with the reviewer/instructor. They should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in greater detail according to their school's policies.

How does Turnitin's indicator address false positives?
Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be AI-generated will be highlighted blue on the submission text.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

What does 'qualifying text' mean?
Sometimes false positives (incorrectly flagging human-written text as AI-generated), can include lists without a lot of structural variation, text that literally repeats itself, or text that has been paraphrased without developing new ideas. If our indicator shows a higher amount of AI writing in such text, we advise you to take that into consideration when looking at the percentage indicated.

In a longer document with a mix of authentic writing and AI generated text, it can be difficult to exactly determine where the AI writing begins and original writing ends, but our model should give you a reliable guide to start conversations with the submitting student.

Disclaimer
Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify both human and AI-generated text), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.